2008 Annual School Report
Adaminaby Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Adaminaby Public provides a happy and safe environment where children want to learn and where teachers enjoy teaching. It is a place where parents and the school work in a partnership to enhance learning. All students are encouraged to work to their optimum levels, to discover and develop all their talents, to develop a love of learning and to become worthwhile citizens of our community.

Staff
Adaminaby Public School has two full time teaching positions, including one held by the teaching principal. One part-time position provides relief from face-to-face teaching for all teachers, Library and Vision Support for students with vision impairment. The school employs one School administrative Manager for seven days per fortnight.

Significant programs and initiatives
An Active After-Schools program was implemented at Adaminaby Public School following a successful grant application in 2007 from the Australian Federal Government.

In term 1 all students participated in a series of Lawn Bowls coaching sessions. As this activity was held each week at the local Bowling Club facilities, it forged positive links with the wider community.

A karate program was implemented in Term 2, with an experienced karate coach from Cooma being employed to conduct a series of 8 weekly sessions. Additional sessions were offered for the broader community at the end of each session and some parents also became involved.

Due to the extreme winter temperatures in Term 3 the Active After-Schools program did not operate but resumed in Term 4 with Tennis coaching clinics being conducted on the newly resurfaced community courts.

Student achievement in 2008

Literacy and Numeracy – NAPLAN Year 3
Due to the small number of students in Year 3 (5) comment cannot be made on performance, as individual students may be identified.

Literacy – NAPLAN Year 5
Due to the small number of students in Year 5 (3) comment cannot be made on performance, as individual students may be identified.

Messages

Principal's message
Adaminaby Public school is a two teacher school in the Snowy Mountains, situated 54 km from Cooma. It provides quality education programs for all its students through individual learning programs. The school is funded by the Country Areas Program (CAP) which assists the school to improve the quality of educational programs and their delivery.

Each student is encouraged to strive for excellence and to achieve their full academic, physical and social potential through the development of skills necessary for lifelong learning. The individual learning and support needs for students are met with the assistance of a part-time Vision Support teacher.
At the end of Term 1 the Principal, Mr Lorne Smith, accepted a promotional transfer and the position of Relieving Principal was subsequently filled until the end of the year. A new Principal will be appointed at the commencement of 2009.

We are committed to promoting high expectations and positive values in a quality teaching and learning environment. The students are immersed in a wide variety of learning experiences and engage in a rich and varied curriculum.

Our school has a dedicated and caring staff with positive student welfare programs in place. All Stage 3 students act as leaders in our Peer Support program, the Adaminaby Achievers continues to reward positive behaviours and the Fish Philosophy was introduced this year to compliment our existing programs. All staff place a strong emphasis on the explicit teaching of Literacy and Numeracy skills.

The school receives positive community support, with the weekly Achievers Award system being sponsored by local businesses in the town. We have an active P&C and School Council. The school participates in many community events

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Anne-Marie Hurley
Relieving Principal

School Council message

The Adaminaby Public School Council, which meets at least four times per year, consists of the school’s teachers and representatives from the parents, P&C and the Adaminaby community. During the past year the Council’s primary deliberations have been on the production of the 2009 – 2011 School Plan with the resulting document emphasising Literacy and Numeracy. The Council has been active in formulating, with the Principal, a detailed budget for 2009.

I wish to thank all members of Council for their assistance and professional guidance during the past year and trust that the coming year will see a continuation of harmonious and productive deliberations.

Bill Fogarty
President.

P&C Message

This year the P&C was involved in many fundraising ventures which included the trivia night, chocolate drive, Snowy Ride and Adaminaby race day, and the wood auction, just to name a few. Funds raised from these events were donated to the school to assist in the student’s education and activities, as well as assets for the students. These include paying for school excursions, bus travel for school skiing, new flooring for the Art room, a new digital camera, Year 6 jumpers and book vouchers for tonight, plus more. This totalled $7,706 which is a great effort. Without the support of parents the P&C would not be so successful.

Dean Pinner P&C President.

Student representative's message

This year our school has organised a number of fundraising activities and as a school Parliament we have made decisions that would benefit all the children at our school.

In Terms 1and 2 we ran a weekly cake stall to raise money for Vision Australia. We chose this charity because we have some students at our school with vision difficulties.

In Term 3 we sold warm noodles and hot chocolate to raise money for a whole school outing at the end of the year. We chose to go to the beach for the day because some of the younger students had never been to the beach. We also ran a cake stall during the local government elections to help in our efforts.

In Term 4 we had a Pirate day to raise money for Canteen. We sold bandanas for Canteen and parents and grandparents joined our community picnic, we even had our photos in the local paper.

Charlee Peckover, Ismail Hudson and Dylan Martin

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Student enrolment profile

Enrolments have decreased in recent years. In 2008 Adaminaby Public School had one student arrive at the beginning of the year and two students temporarily enrolled for Term 3, during the winter ski season. There were slightly more male than female students, particularly in the senior years. For much of the year there was a total of 28 students.

Student attendance profile

Student attendance in Term two was above the Regional average, however due to a frequent long term illnesses suffered by students and parents attendance during Term 3 fell below the Regional average. School attendance has been targeted as a priority area in the 2009 – 2011 School Management Plan.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes

The two classes operate as multi-stage classes, K-2 and 3-6.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Visual Disabilities</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td>2.736</td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.18</td>
</tr>
<tr>
<td>Primary School Administrative Manager Level 1</td>
<td>0.696</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td>0.876</td>
</tr>
</tbody>
</table>

Staff retention

The composition of the school’s staff, both teaching and non-teaching, has remained consistent since the beginning of Term 2. The Principal, Mr Lorne Smith, accepted a promotional transfer at the end of Term 1. From the commencement of Term 2 Mrs Anne-Marie Hurley undertook the role of Relieving Principal until the end of the year. A new Principal was selected through the Merit Selection process in Term 4 and will commence at Adaminaby Public School at the beginning of 2009.

In 2009 Ms Suzanne Gravel will be travelling to Scotland as she has accepted the opportunity to become involved in a teacher exchange program. She will be teaching at a school at St Andrews. Both classroom teaching positions will be filled with new staff in 2009.

In 2009 Mrs Sue Hain, the Support Teacher Vision, will continue to support students with vision impairment and students with learning support needs.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 99.3%

Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>96201.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>55362.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52705.33</td>
</tr>
<tr>
<td>School and community sources</td>
<td>13930.47</td>
</tr>
<tr>
<td>Interest</td>
<td>7962.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1950.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total Income**

$228112.19

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>7939.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>4017.67</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12488.70</td>
</tr>
<tr>
<td>Library</td>
<td>4719.17</td>
</tr>
<tr>
<td>Training and Development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>51264.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2151.36</td>
</tr>
<tr>
<td>Administration and office</td>
<td>19768.86</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6174.20</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5721.64</td>
</tr>
<tr>
<td>Trust payments</td>
<td>1934.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5650.73</td>
</tr>
</tbody>
</table>

**Total Expenditure**

$121830.21

**Balance Brought forward**

$106281.98

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

**Arts**

Throughout 2008 Adaminaby Public School students have been engaged in a number of Creative and Performing Arts opportunities:

- A parent was employed as a guitar teacher for all students in Years 3-6 for one afternoon per week throughout the year.
- The talents of the guitar group were showcased at the end of the year at our Presentation Night performance.
- During Term 4 the services of a casual dance teacher was employed, with a focus on dance performance and choreography.
- Students participated in a pottery workshop at the end of Term 2 and their works were fired in the school's kiln.
- All students from K-6 participated in a concert performance at the end of the year that included:

  - Music A Viva visited our school in Term 3 and performed South American music

Creative and Performing Arts has been identified as a priority area for 2009.
Sport

All students are encouraged to participate in Physical Education and Sport activities. All students participate in a whole school fitness program three times per week, with a focus on increasing the fitness levels of all students through the practice of Fundamental Movement skills.

A daily healthy snack is encouraged in both classes during the morning learning session. Students in K/Stage 1 enjoy a shared healthy snack while the senior students are encouraged to “nibble” on healthy foods, and drink water, throughout the morning learning session.

Our school participates in the local PSSA swimming, athletics and cross-country events. At a district and regional level our students are members of the Rivers PSSA team. One student, represented the Snowy Mountains in Athletics at Regional level in swimming. In Term 2 all students from 3-6 travelled to Jindabyne to participate in an Oz Tag gala day with students from across the Monaro and Snowy Mountains. In Term 3 all students from K-6 participated in a Monaro Small Schools soccer gala day at Nimmitabel.

In Term 3 a K-6 scope and sequence of teaching and activities was developed in Road Safety with the assistance of the regional road safety consultant.

We were very fortunate to have Bec Saunders, a member of the Australian Hockeyroos, come to the school to work with our senior students. This visit coincided with the Olympic Games and all students were involved in a variety workshops that focused on the development of hockey skills, they also sent messages of encouragement to the Australian Olympic Team in Beijing.

All students are involved in a skiing program at Mt. Selwyn. Students are grouped by ability and receive two 1 ½ hour lessons over five days. The program is heavily subsidised by the Parents & Citizens Association (P&C) and by the school.

Two teams competed in the Southern NSW / ACT Regional Interschools competition at Perisher Blue, with one team being placed 5th overall and qualifying for the State Interschools competition. This was the first year that a whole team had qualified for the state competition.

Stage 2 and 3 students travelled to the AIS in Canberra in Term 3 and participated in a guided tour of the complex by an elite athlete.
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. A total of 5 Year 3 students and 3 Year 5 students sat the NAPLAN tests.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

The ‘Percentage in Band’ and ‘School Average’ columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.
Numeracy – NAPLAN Year 3

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

Literacy – NAPLAN Year 5

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.
Average progress in writing between Year 3 and Year 5

Average progress in numeracy between Year 3 and Year 5

NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students. Progress in numeracy

State average band distributions do not include students who were exempted from the tests

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67</td>
</tr>
<tr>
<td>Writing</td>
<td>67</td>
</tr>
<tr>
<td>Spelling</td>
<td>33</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>33</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Country Areas Program (CAP) funding ensures that all students have access to Quality Learning Programs, Technology and Resources. Teachers are able to access the Quality Teacher training that would usually be inaccessible to remote schools. In 2008 all classroom teachers attended the CAP Conference in Dubbo. Information gathered provided opportunities to set clear whole school strategic directions for the future.
Aboriginal education

The teaching of Aboriginal perspectives is imbedded in the teaching and learning activities in all units of work.

The acknowledgement of the Ngarigo people, the traditional owners of the land, is an integral part of all assemblies and special functions.

The Aboriginal flag is flown each day.

Multicultural education

Students studied the COGS unit titled Symbol Systems in Term 3, this coincided with the Beijing Olympic Games. Students investigated historical and cultural aspects of China. The students in the senior class travelled to Cooma to have lunch at a Chinese restaurant and also travelled to Canberra to visit the Embassy of the People’s Republic of China. A guided tour was a highlight of the term.

A Values forum was conducted in Term 3. Parents and community members were well represented at the afternoon meeting.

The whole school takes part in an Achievement Award system, where students create their own goals to achieve. The students progress through three levels, then bronze, silver and gold awards.

The Achievement Awards system continues to be sponsored by the Adaminaby Post Office, The Bakehouse and the Snowy Café. There is also a weekly book voucher.

The “Autumn Leaves”, a community senior citizens group visited the school in Term 3 and shared stories of local historical significance with the students.

Respect and responsibility

Year 5 and 6 students received training in Peer Support with students from a larger Primary school on the Monaro. The students were then responsible for leading vertical age groups. The groups met on a weekly basis.

All students were involved in the community ANZAC and Remembrance Day services. Senior students played an active role in the community Remembrance Day service.
Other programs

Monaro Small Schools Network

Adaminaby Public School is a member of the Monaro Small Schools Network (MSSN). The majority of member schools are also supported through the Country Areas Program.

The MSSN met at least once per term in order to develop a shared Wiki space. This web2 technology has enabled the member schools to develop and share:

- Teaching and assessment resources
- Develop a shared Connected Outcome Groups scope and sequence,
- Develop shared strategic plans to facilitate the development of common targets
- Develop future planning targets to provide students with the opportunity to use the wiki as a means of working together through the use of technology.

Environment

Adaminaby was successful in obtaining a Water grant. Work began in term 3 to:

- Install new dual flush cisterns and smaller capacity toilet bowls were installed in all toilets in the school
- A water tank was installed between the new and old Libraries and now captures water from all rooves of the school
- Provision for a future irrigation system was installed. All water used to water garden areas will come from captured water from the new water tank
- Taps were installed in the toilet areas that automatically turn off and will save on the amount of water that is wasted due to taps being accidentally left on
- New garden taps were installed as a part of the planned garden irrigation system

Progress on 2008 targets

Target 1

To implement the Adaminaby Learning Model in all classrooms, developing a “thinking” curriculum for the school

Our achievements include:

- All teaching programs were written in such a way that all aspects of the Learning Model and the quality teaching Framework were clearly identifiable
- Staff meetings were used as an opportunity to engage in professional dialogue and reflection.
- The use of Thinking strategies became an essential part of all teaching and learning activities with all students now using a range of Thinking Tools without direction from teachers
- The Monaro Smalls Schools Network plan to implement the Learning Model within their own school context.
- Discussions have been initiated to implement the Learning Model across the Monaro Education group, including Monaro High School.
- The development of a K-12 Think Tool Toolkit is in the planning phase.

Target 2

Increase the emphasis on inquiry and analytical skills, through meaningful Science and Technology experiences.

Our achievements include:

- A visit from “Fizzics”. Scientific principles of flight, air pressure and robotics were demonstrated and investigated in the form of workshops. Students from Dalgety and Nimmitabel schools also attended and were involved in Doing Things Together activities between workshop participations
- In term 2 Stage 2 and 3 students investigated renewable energy, with a focus on hydro electricity. The students constructed a number of hydro electrical turbines from recycled materials. We then travelled to Snowyhydro, in Cooma, and presented our turbines to an engineer. Their projects were featured in local press media and the Snowyhydro newsletter.
- All students from K-6 travelled to Canberra in term 4 and engaged in a “Cold Chemistry” hands on workshop at CSIRO and visited Questacon to investigate a number of scientific principles in a fun environment.
Target 3

To develop the school's environmental policy that will enable the school to reduce its carbon emissions, while educating the school community of the positive outcomes achieved.

Our achievements include:

- An school environmental plan has been developed
- Installation of new dual flush cisterns and smaller capacity toilet bowls were installed in all toilets in the school
- A water tank was installed between the new and old Libraries and now captures water from all roofs of the school
- Provision for a future irrigation system was installed. All water used to water garden areas will come from captured water from the new water tank
- Taps were installed in the toilet areas that automatically turn off and will save on the amount of water that is wasted due to taps being accidentally left on
- New garden taps were installed as a part of the planned garden irrigation system

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Student Leadership and Science and Technology.

Educational and management practice

In 2008 the school sought the opinions of parents, students and teachers about the school. A community evaluation forum was held with a large representation of P&C, School Council and community members. All members of the teaching staff acted as facilitators at the evening forum.

Background

As part of the school evaluation process within the school, Student Leadership has been evaluated due to the declining number of students in stage 3.

Findings and conclusions

Results from our feedback showed that the majority of parents and students were happy with the range of Student Leadership opportunities within the school but were unaware of the significance of building leadership capacity within some programs, such as Peer Support.

Future directions

Leadership activities to be given a higher profile in the newsletter and greater opportunities to showcase Leadership skills in the broader community, such as Remembrance Day.

Curriculum

Science and Technology

Background

Science and Technology was identified as a curriculum area to be evaluated in 2008 and to provide a greater range of opportunities for students to investigate and engage in Science activities.

Findings and conclusions

To appraise this curriculum area a very well represented community evaluation forum was conducted. Parents with students from all year levels attended and contributed to the evaluation process. Response from attending parents and community members commented that they preferred this evaluation process as it gave them a greater voice, that individual opinion was listened to and valued. Discussions at the forum revealed people generally felt that the traditional survey questionnaires were impersonal and questioned their ability to express personal opinion.

The forum revealed that:

- Science excursions were relevant to classroom learning activities and were seen as valuable
- Visiting science demonstrations gave students and teachers opportunities to work with equipment not readily available in the school
- The inclusion of Environmental Science was significant given the current drought and climatic conditions
- Parents’ involvement in the design and building of scientific models was identified as being valuable for both students and parents.
- Students responded positively to Science and they enjoyed the hands on investigation activities.
- The significance of the Learning Model was not fully understood by parents.
Students were also asked to comment on their favourite aspects of Science. The excursion to CSIRO “Cold Chemistry” and Questacon was a highlight.

Future directions
Science and Technology will continue to be a major focus at Adaminaby Public School. Parents and students recognise the increased level of student engagement and interest in hands-on Science tasks. Science and Technology will continue to be explicitly taught within a comprehensive program across the school.

The school will continue to evaluate Science and Technology and make further changes to enhance the learning outcomes for students in all Key Learning Areas.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- That the “Reader’s Challenge” was a significant program and should continue in 2009. Parents expressed interest in an Information afternoon being conducted about supporting children with reading at home.
- The “Adaminaby Achievers” encouraged students to strive to achieve the personal best in all aspects of school life.
- The core focus should be the explicit teaching of Literacy and Numeracy skills.
- A small amount of homework enables parents to gain a greater understanding of the learning that is taking place at school, as long as it directly related to activities undertaken at school.

Professional learning
In 2008 the main aim of Teacher Professional Learning (TPL) was building a greater understanding of the Quality Teaching Model and Technology.

Teaching staff attended the CAP conference in Dubbo and enabled staff to further enhance Quality Teaching and Technology programs within the school. The introduction of the Fish Philosophy complimented the “Adaminaby Achievers” program and encouraged the use of common language.

School development 2009 – 2011
Adaminaby Public School has established target areas for 2009 with the aim that all students will reach their individual potential.

Targets for 2009

Target 1
To improve student achievement in Reading and Comprehension with improved NAPLAN results in Literacy All students will grow by a minimum of 80 points . 2008 baseline data – 20%

By the end of 2009 we aim to increase the number of students achieving a growth rate of one skills band or more in the NAPLAN.

Strategies to achieve this target include:

- 100% of students actively engaged in the school’s “Home Reader’s Challenge” with an increased focus on “reading beyond the text”
- Continue to purchase quality high interest literature
- Explicit teaching of inferential questioning by connecting information from text and identification of text purpose
- Conduct reading workshops for parents at the commencement of each year to assist in supporting students with reading at home
- Conduct NAPLAN analysis to determine Literacy needs

Our success will be measured by:

- All students participating in the Home Reading “Celebration” activity at the end of each term.
- Improved student performance in the answering of inferential questions and identifying purpose of text in the 2009 NAPLAN.
Target 2
To improve student achievement in Numeracy with improved NAPLAN results in Number. All students will grow by a minimum of 80 points in Numeracy. 2008 baseline data – 20%

By the end of 2009 we aim to increase the number of students achieving a growth rate of one skills band or more in the NAPLAN

Strategies to achieve this target include:

- Expand mathematics resources to be used with IWB technology
- Develop school-based tracking system to monitor student progress in all strands of Mathematics
- Explicit teaching of Number each term.
- Parent workshops to support students at home.
- “Parents Count Too” information in Newsletter.

Our success will be measured by:

- Improved student performance in the answering of Space and Measurement questions in the 2009 NAPLAN
- Continuous progress indicated on school based Numeracy tracking program.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Anne-Marie Hurley Relieving Principal
Suzanne Gravel Classroom Teacher
Sue Hain Teacher, Vision Support

School contact information
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: